STATE ... COLLEGE

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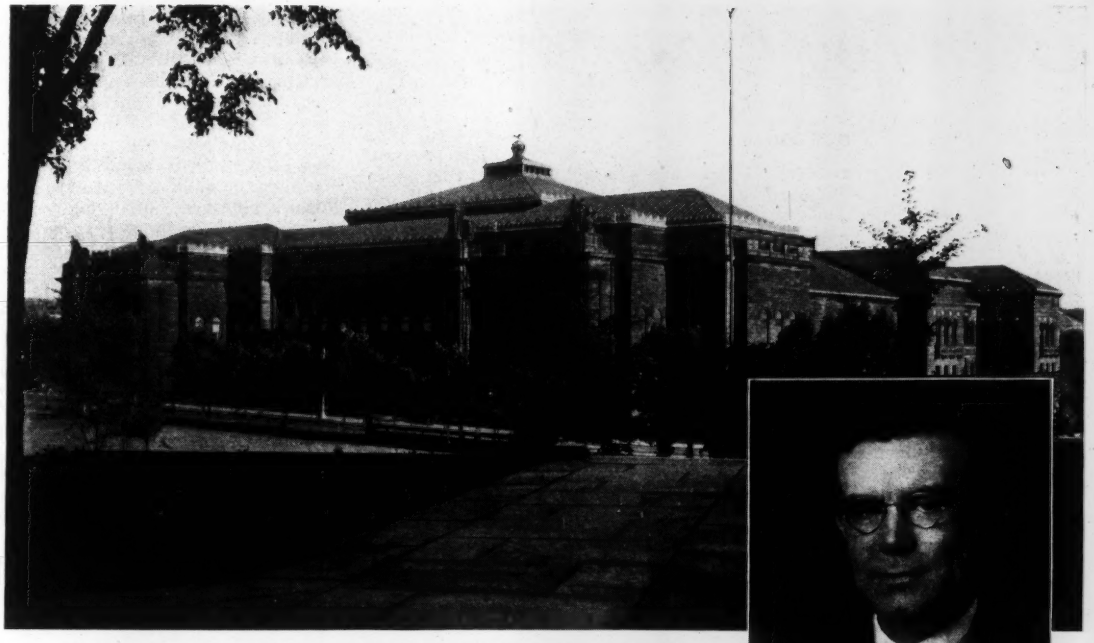

CARNEGIE LIBRARY OF PITTSBURGH

RALPH MUNN, *Director*

Library Outline No. 16

The Carnegie Library of Pittsburgh is the only large library in the United States which is part of a larger institution. This Library and the Carnegie Museum, Carnegie Art Galleries, Carnegie Library School and a large Music Hall are all under one roof and under one board of trustees of the parent institution, the Carnegie Institute. The Library was established as a large library by expert librarians at the late date of 1895. Edwin H. Anderson, later Director, New York Public Library, was organizer and first librarian. Carnegie was the first public library to develop a technology department. Harrison W. Craver, now Director, United Engineering Societies Library, New York, organized this department, and it is still one of the best in the United States. And Carnegie was one of the first public libraries to develop work with boys and girls. This was done under Miss Frances J. Olcott, later famous as author and editor of children's books. These three, Anderson, Craver and Olcott, with others of the original 1895 staff, gave the Library an unusually strong start. Carnegie Library School was established in 1901. Fine Arts, Music, Pennsylvaniana, Browsing Room, and a Business Branch are other and newer divisions.

Ralph Munn, Director of the Carnegie Library of Pittsburgh, is a graduate of the University of Denver, of the Denver Law School, and of the New York State Library School. After experience in Seattle, Washington, and Flint, Michigan, Mr. Munn came to Pittsburgh in 1928 as Director of the Carnegie Library and the Carnegie Library School, and also as Librarian of the Carnegie Institute of Technology. He has been active in the American Library Association and was President, 1939-40. Mr. Munn made a survey of the libraries of Australia and New Zealand for the Carnegie Corporation in 1934.

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Civil Service Positions

THE U. S. Civil Service Commission is seeking the co-operation of librarians to publicize among A.L.A. members, or others who may be interested, the government's need for librarians and library assistants. The Commission has communicated with public, private, and school libraries throughout the country regarding these current opportunities. If you know of persons who may be interested, who would not learn of these positions through these sources, your help in informing them will be deeply appreciated.

——WILLIAM C. HULL,
Executive Assistant, U. S. Civil Service Commission, Washington, D. C.

Make Known Your Ideas

THIS LIBRARY, Cooper Union, has written a note to the Superintendent of Documents regarding the contemplated discontinuance of the "Depository Invoice." It is hoped that staff members of other libraries may be willing to make known their ideas on the subject to the Superintendent of Documents. The letter is as follows:

"This Library regrets that your Office has found it necessary to discontinue the issuance of the 'Depository Invoice.' The plan of substituting the 'Monthly Catalog' for the 'Depository Invoice' will render considerable hardship upon libraries which must check the 'Monthly Catalog.' As the entries in this work are too numerous to permit accurate checking, it is felt that libraries will have a number of gaps in their sets of government publications, with a consequent impairment of service to their patrons."

——MONTGOMERY B. BARRETT,
Documents and Serials Librarian, Cooper Union Library, New York, N. Y.

Reply to Mr. Thomson

I SHOULD LIKE to comment on some points raised by Mr. Thomson in his article "The Library Profession"[1] in which he refers to my article on "Recruits to the Library Profession."[2]

The object of my paper was to call attention to the existing state of affairs and to call attention to the need for a study of the factors involved. I did not consider a discussion of these factors within the scope of that paper, but I am glad that Mr. Thomson discussed some of them. I agree that these factors will tend to disappear when "dealt with in a reasonable manner," but the point I wish to make is that there has been a reluctance on the part of the profession to deal with the salary question in a reasonable manner and rather than face this serious and important question objectively, the "hush-hush" attitude still prevails.

It is difficult to see what Mr. Thomson is trying to prove by the example of his own salary in the early part of this century. Although he was receiving only $20.77 a week, he admits that in those days it was not as bad as it sounds and that he was able to live in good style. Today $20.77 is even worse than it sounds and many professional assistants are not getting more than that. Not only won't $20.77 a week pay for rent on a seven-room house, good food, a maid, and membership in a club today, but it will hardly pay for a three-room apartment and mediocre food. Mr. Thomson's example shows simply that although wages have gone up to some extent, REAL WAGES have not risen the same degree because the purchasing power of the dollar is considerably less today than it was during the first decade of the century. I should think that a librarian would need at least four times $20.77 a week to live today the way Mr. Thomson seems to have lived then and a librarian receiving four times $20.77 a week is a *rara avis* indeed!

Mr. Thomson states that the salary figures which I cited are extreme and "could probably be matched in backward sections in some Southern States or in some of the mining and Pennsylvania Dutch settlements. . . . or in tiny libraries serving small groups of people anywhere. The college figures like as not are from that sort of institution that permitted its library to exist on sufferance only till the authorities notified the college it could not be put on the approved list till the library met certain specifications." I should like to point out that the figures I cited were from the *A.L.A. Bulletin;* since the *Bulletin* does not give public library figures for towns of less than 10,000 population, these figures cannot include tiny libraries. As for the statement that these figures can be matched in "backward Southern States," I present the following statistics from the *A.L.A. Bulletin* which speak for themselves:[3]

	Minimum per week	Maximum
Bridgeport, Conn.	1320 (25.40)	1680
Evansville, Ind.	900 (17.30)	1500
Richmond, Va.	840 (16.15)	1500
Somerville, Mass.	887 (17.06)	1356
Scranton, Pa.	936 (18.00)	1140
Kansas City, Kan.	1050 (20.19)	1375
Sacramento, Cal.	1140 (21.92)	1680

It is obvious that low salaries are not limited to the South; nor are they limited to the tiniest libraries. It should be emphasized that, although there is as much as $660 difference between minimum and maximum figures for any one library, it is a fact that most assistants get salaries closer to the minimum than to the maximum figures; in many cases only one person gets the maximum salary. Furthermore, the highest salary listed above is only about $32 a week, which is hardly an adequate salary for a professionally trained person in these days.

As for college libraries, the following figures also speak for themselves:[3]

	Minimum per week	Maximum
Brown	900 (17.30)	1520
Chicago	1200 (23.07)	....
Kansas	1100 (21.15)	....
North Carolina	1000 (19.23)	1309
Oregon	940 (18.07)	1360

To these one might add that the head of a departmental library at the University of Missouri receives as little as $660 a year and one can go on quoting figures which, though perhaps not as bad as the above, are bad enough and they are from recognized universities and not, as Mr. Thomson states, "from that sort of institution that permitted its library to exist on sufferance only."

I readily admit that the figures which I have given are among the lowest paid in the profession, but the A.L.A. figures clearly show that the

[1] LIB. JOUR., 67:982-983 (Nov. 15, 1942).
[2] LIB. JOUR., 67:831-832 (Oct. 1, 1942).
[3] *A.L.A. Bull.* 36:282, 123 (Feb. and Apr. 1942).

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salary picture as a whole is pretty bad. I must reiterate that the minimum figures are of the utmost significance. Since trained librarians are willing to accept these poorly-paid positions, we must assume that there are no better openings that they can find. The only other assumption would be that these poorly-paid people are all incompetent and are not worth more; the latter would certainly be an unwarranted and dangerous assumption to make.

Mr. Thomson begs the question when he states that "No man librarian I know has ever had to beg his bread or send his children to the poorhouse." I certainly agree that beside the beggar even a librarian earning $12 a week cuts a fine figure. My point is that the librarian has been compared to the beggar long enough and I suggest we begin to compare him with more honorable, more useful, and better paid professions. As to sending children to the poorhouse, many of the younger men in the profession are not going to send their children anywhere because their salaries are so low that they can not afford to raise families.

In conclusion, I should like to add that the preponderance of women in the library profession is no doubt a major factor in the salary situation; however, Mr. Thomson's suggestion that "more men emulate the courage of the pioneers and enter the profession in even greater numbers and that action by itself will go far to solve the problem" does not offer a solution. I believe it can be considered axiomatic that men simply do not enter a profession in large numbers when that profession can not offer them a good living. I don't see how we can induce "men with guts and red blood" to enter the library profession unless we do something to improve living conditions of men who are already in it and thus demonstrate to these "he-men" that as librarians they can earn enough to keep their families well-fed and well-clothed.

SAMUEL SASS,
In Charge, Physics Library,
University of Michigan

Books in Wartime

WHEN I read Mr. Brown's article "First Things First,"[1] my feeling was that it speaks the language of which we librarians ought to hear more. Although the war news has changed for the better since the time of its publication, the message it delivered to members of our profession has lost nothing of its validity and actuality.

With the thought of the whole nation turned to the first anniversary of Pearl Harbor, we librarians will unfortunately have to admit that we had not been entirely equal to our task up to that historic date. The very fact that the quiet Sunday morning of Dec. 7, 1941, had caught the nation unprepared, not only militarily but ideologically and psychologically, the mere fact that the attack against the United States was a shock and surprise to the American people, proves that. For the shock and surprise were due not only to the sudden and treacherous way in which the attack was carried out, but largely to the fact that war had come at all. And this, it seems to me, is in some measure an indictment against us.

Many men and women had recognized the danger and foreseen what was approaching. They had written down their warnings, based on conclusive evidence, in books. The books stood on our shelves, the facts were at our disposal, but our readers (and this comprises a considerable part of the nation) were not alert to those facts for they were not aware, or not sufficiently aware, of those books. There was no lack of writers; there was no lack of appeal and information; but there was a lack of active mediators between the books that contained the appeals or the information and the people who needed them. There was a lack of determined and purposeful librarianship that would use the tools to advantage, that would "sell" the existing evidence to the people, that would try to awaken the sleepers. It took Pearl Harbor to awaken them abruptly and to awaken a great number of those who should and could have known better, of librarians, as well.

It could be said, of course, that the other outstanding means of information, newspapers and radio, had failed by the same token, and this is true. But newspapers and radio are by nature inferior as far as providing a coherent picture of a situation, as far as revealing a gradual development, as far as pointing out the trend of things to come is concerned. Press and radio are usually concerned with the event of the moment. The task to look back and ahead and to see the event of the moment as a link in a chain is up to the writers of books on current affairs. Their function is to interpret events in connection with each other, and theirs, consequently, is the power to bring about an understanding of meanings, not only a knowledge of happenings. Newspapers and radio help people to form opinions; books and magazine articles help them to form convictions. If there is any truth in that, then it is clearly understandable why the role of the mediator between authors and readers, the role of the librarian, is so important in this war.

But to point out that we, prior to Pearl Harbor, were a step behind the times could be considered water over the dam were it not for the fact that this point adds meaning to Mr. Brown's contention that we now show a tendency to be a step ahead of the times. I believe his observations and conclusions are correct. Postwar thinking at present, advantageous as it is in many respects, bears in it a latent danger: it necessarily takes our victory for granted, considers it a matter of fact, and this plus the national inclination towards optimism is likely to divert our thoughts in a pleasant way from the bitter necessity of first achieving this victory. But if we fail to achieve it, all our blueprints for the future will, needless to say, amount to so much blue air; and of Hitler's simple blueprints several unhappy nations have already received a taste.

Books and reading are regarded by many people as effective helpers for building the peace, but as ineffective forces in winning the war. Yet the surrender of France and the resistance of England and, above all, the heroic stand of the Russians are telling examples for the fact that "morale" is indeed something beyond a rather unattractive word, and that this war is being fought in the spiritual sphere and with spiritual forces as well. We have, as if we needed it, Hitler's own word for it that battling against each other in the present conflict are two philosophies of life, two concepts of man which can never be reconciled with each other, which can never exist peacefully side by side in the same world at the same time. It is one of the rare true statements that came out of Hitler's mouth. Indeed, the materialistic doctrine of the superiority of the Teutonic race and blood versus the fundamental belief that all men are created equal; the nullification of the individual and omnipotence of the total state versus the axiom that the individual is an entity and entirety and end in itself, endowed with inalienable rights, merely delegating his powers to the state which is conceived as the individual's instrument and servant; the subordination of right under might, the deification of the person of a führer and the identification of law with this führer's supreme will versus the principle of liberty and justice for all, and the pursuit of happiness as society's goal:

[1] LIB. JOUR. 67:931-33 (Nov. 1, 1942).

that is what this war is ultimately all about, those are the aims and ideas of democracy versus the theories and practices of the Nazintern, and they can never be reconciled with each other, they can never, as official philosophies of governments in power, exist peacefully side by side in the same world at the same time. Depending on victory or defeat, they will determine the fate of each individual, without exception, and will shape the face of the world to come. Such a war cannot be won by arms alone; in such a war books and the writers of books and the distributors and advocates of books have their place.

Even a victorious war, like any other great tension, is likely to be followed by a period of let-down and depression, not only of economic but also of moral depression. The transformation of a nation's life back into normal channels, the task of reconstruction, is a tremendous one. I believe that the better a nation understands the meaning of the war it has won, the more deeply it knows about the nature of the threat that has passed, the more consciously it is aware of what has been prevented by its victory, the better will it be prepared to resist this economic and moral depression, to overcome the likely disappointment that the gains of victory won't be recognizable at once. In this sense the background books on the war provide also a concrete basis for postwar reconstruction and are as important and less vague a contribution to it than many of the books labeled "postwar planning." That the realistic knowledge of the characters of our allies and our enemies is the first prerequisite for any sound postwar arrangement is self-evident also.

Elmer Davis has stressed the librarians' role in the war in his recent manifesto, but he is not alone. Herr Dr. Thierbach of Germany has joined him and done likewise.[2] Herr Dr. Thierbach pays us quite a few compliments, and I think we cannot do better than endeavor to live up to what he sorrowfully (and with a trace of envy in his voice?) tells his fellow-Germans: "In every second American family there is at least one reader who uses the public library regularly. One can easily imagine what great opportunities for exerting political influence result from this fact. And so, as one of the most powerful educational instruments in the country, the public library is an intellectual force which occupies a foremost place in the struggle for the shaping of public opinion." Thanks, Herr Doctor. We shall try not to disappoint you!

——Felix Pollak,
General Office,
Buffalo, N. Y., Public Library

[2] "American Public Libraries as Instrument in the Shaping of Political Control," originally published in *Geist der Zeit*, October, 1941, translated and reprinted in *The Saturday Review of Literature*, Nov. 21, 1942.

Your Chance to Criticize

The committee on the Decimal Classification is purely a fact-finding body, appointed by the Board of Directors of the Division of Cataloging and Classification to study the needs of various types of libraries and to collect opinions and recommendations as to desirable changes, this body of information to be passed on to the Joint Committee of the A.L.A. and Lake Placid Foundation (Milton J. Ferguson, chairman). It is planned to make the next edition of the D.C. a completely revised and reset work, to be known as the Standard Library Edition. Such an expensive and arduous undertaking deserves the widest discussion and most careful consideration if it is to fulfill its purpose.

Cataloging problems, especially the cost of cataloging, have monopolized a large share of professional attention for several years. It is high time that interest be shifted to classification. This is the chance for everyone to air his long pent-up grievances against the D.C. The committee is out to stir up discussion and collect opinions from individual catalogers, administrators, and professional groups. The committee would like to collect: General statements from experienced librarians and catalogers as to whether extensive revision is desirable (Is it better to leave the D.C. as unchanged as possible and let each library make its own adaptations, or to promote uniformity by adapting the schedules to the needs of a majority of libraries?); Copies of expansions that have been made by individual libraries to care for special collections in various subjects.

Definite statements from individuals and groups as to the following: (1) What sections have been over-expanded so that they are in reality useful only for special libraries or collections and not practical for general public or university libraries. (e.g., 069 Museums); (2) Since most libraries limit class numbers to seven or possibly eight figures, should the Standard Edition adopt this practice also; (3) What sections or subjects need further expansion; (4) Where are fuller explanations desirable or should a separate manual of explanations and interpretations be provided; (5) What additions are needed in the index and what outmoded or useless terms can be dropped to make room for later subjects; and (6) Should standard spelling be used throughout the schedules as well as the index?

On these and many other questions the committee would like opinions from many catalogers, librarians, and groups. This truly representative body of opinion will be passed on to the publishers and editors of the D.C. who wish to make the Standard Library Edition a more practical and valuable tool than it is at present. It is suggested that classifiers keep notes on deficiencies or desirable changes as they come to light from day to day, arranging criticisms of schedules by class number and items for the index alphabetically. Regional groups of catalogers and local clubs are being asked to give the Standard Edition of the D.C. a prominent place on their programs, allowing generous time for discussions. Suggestions and resolutions coming from large groups will naturally have much weight with the publishers.

All criticisms, suggestions, recommendations, and decisions should be sent as promptly as possible to one of the committee chairmen. The committee is made up of four sub-committees, representing different types of library work, with five or more members in each sub-committee. The chairmen who will collect material and answer inquiries are: Gertrude Oellrich, cataloger, Newark Public Library, N. J. (chairman of the Public Libraries subcommittee); Caroline Whittemore, cataloger, Dartmouth College Library, Hanover, N. H. (chairman of the College and University Libraries subcommittee); Bertha Bassam, Toronto Library School, (Canada's chairman of the Library Schools subcommittee); Gertrude M. Boyle, head cataloger, Toronto Public Library, Canada (chairman of the Canadian and Latin-American subcommittee); and Grace Hill, head cataloger, Public Library, Kansas City, Mo. (general chairman).

——Grace Hill,
Cataloger, Kansas City, Mo., Public Library

We have an extra supply of the October 15 issue, Book Week number, of the Library Journal that is available for 25¢ each on request to the R. R. Bowker Co., 62 W. 45th St., New York, N. Y.

Recall to the Profession

O. R. HOWARD THOMSON'S figures in the LIBRARY JOURNAL for Nov. 15, in reply to those presented by Mr. Sass in the Oct. 1 issue, proved only one thing.[1] Thomson's figures represented the purchasing power of money at the beginning of the present century. They did nothing to disprove or alter the meaning of those of Mr. Sass. If Mr. Thomson hasn't officially acknowledged that there has been a change in the standard of value and living within the last forty years, then he would do well to brush up on his economics.

Professional zeal will burn brightly and the rigors of pioneering can easily and willingly be borne, but the trained personnel wonders why such high standards in lengthy training are required for such low-standard jobs. Necessary qualifications for beginning librarians have changed, too, since 1900. Accrediting associations are correctly demanding librarians to possess two college degrees. Those two degrees represent, roughly, five thousand dollars' investment in education. The current salaries are very poor returns upon that personally-shouldered expense. Also, attendance at college just naturally raises the standard of living for the college group of people above the group in the middle quartile.

It is quite natural that we should draw attention to the salaries, for that is a decisive factor in the professional's faith in his profession. If he isn't satisfied he will get out—at great cost to himself, of course—for he is aware that he is not able to remedy the situation alone. That task belongs to the professional organization. However, it is a pity that the profession is losing so many fine qualified members due to the current increase of cost in living and the failure of salaries to keep apace.

But I will venture to say for the great majority of the profession that we would not even MENTION the salary item were it not for the multitude of other disheartening obstacles confronting each librarian each day. All of those obstacles resolve themselves into one requirement for peacefulness in the exercise of the profession. It amounts to what the academic man calls "academic freedom." A person prevented from practicing what he has been taught, soon looks for other avenues for his abilities. His professional soul, or "the courage of the pioneers," as Mr. Thomson terms it, dries up whenever constantly thwarted.

Whatever the facts may be about the low salaries, the profession, if it aspires to hold its head up among the stable ones, is obligated to remedy the CAUSES for the low figures. Mr. Thomson's list of causes may be correct, and there may be others he failed to note. I contend that one of the underlying causes is the failure of the public to realize the value of the services rendered by the trained librarian.

The strength of the profession lies in its constant personnel, which involves innumerable conditions and the maintenance of high standards in qualifications for both the librarian and the library. We are well on the way to producing high quality librarians, but those same librarians cannot create a high standard library without having the freedom to practice their training.

Such high standards cannot be approached or materialized until the public served is made fully aware of what a trained librarian represents. This is only logical since the public is in control of the agencies which librarians operate. The public's ignorance of the range of a trained librarian's abilities is the most formidable problem facing the profession. It must be dispelled.

The greatest number of library positions are found in public schools and small city public libraries. But the profession has neglected to prepare this part of the public for the coming of the technical librarian to concentrate on the large-scale libraries as found in colleges and big cities. And the profession can prepare the constituents, or else it is doomed to continue its senile arguments in its journals.

Let's analyze the composition of the public in the two large and uninformed groups employing the bulk of librarians as mentioned above. In school libraries the public's agent is the superintendent or principal. It is he who must be educated as to what to expect from the librarian he hires from the library school. Unfortunately, under the democratic system of school management, neither of these two executives is required to be a career administrator with administrator's total training. Neither do the current teachers' colleges curricula place adequate emphasis upon the place of the library within the school. As a result, the great majority of the administrators of today fail to accord the professional librarian the responsibility and freedom needed to make the library something akin to what was described in the texts and journals. Until the administrator learns to delegate to the librarian authority necessary for his task, the librarian will be a disappointed, disillusioned, and careless representative of the profession.

The public's agents for the operation of the public libraries constitute the same type of barrier, excepting that they have an even lesser conception of what the librarian can do. To reach the entire public with the information about its library and librarian and the services offered by both, presents a great challenge that must be accepted with a determined spirit. The entire profession must accept that challenge, not just a few.

The solution is the responsibility of the A.L.A. That responsibility can be divided into two objectives pursued by two authorized and dependable groups. The first group should use methods designed to familiarize the public with the character and scope of the librarian's abilities. The public should be made to expect high quality personnel and the A.L.A. should see that high quality is maintained by its Board of Education for Librarianship. The public will then feel free to place some faith in that particular servant. Group two must convince the public of the total value and potential worth of its library when in the hands of trained personnel. The available services at the public library are insufficiently realized.

True, the profession through its official organization should always be endeavoring to extend professional services to the public, but it need not endure a long period of pioneering travail that could be modified by concerted efforts. Education of the public is the only answer.

—P. P. PRICE,
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[1] O. R. Howard Thomson, "The Library Profession," LIB. JOUR. 67:982-83 Nov. 15, 1942).

More About Our Profession

THE RECENT thought-provoking articles by Samuel Sass and O. R. Howard Thomson throw a challenge to our profession. Both men admit that salaries are none too good. Mr. Thomson suggests that a larger infiltration of men will correct all evils, while Mr. Sass asks for a careful study of our difficulties.

Librarians are continually being compared to teachers. The latest census figures reveal that women are two to one in that group. Yet it is a known fact that our teachers have usually been able to obtain the re-